



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Required Action Process	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The Board will hear a brief overview of the required action process, and will have the opportunity to ask questions of staff. This agenda item is to inform the Board prior to the Board's designation of required action districts later in the Board meeting.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Implementation of legislation passed in 2013, E2SSB 5329, has initiated changes to the state accountability system including 1) funding for school improvement, 2) Level II required action, 3) the incorporation of a revised Index into the accountability system, 4) development of state-approved intervention models for school improvement, and 5) inclusion of non-Title schools in the Priority, lowest 5%, tier. The Board's role and possible Board actions involving required action are examined.	



REQUIRED ACTION PROCESS

Policy Consideration

At the March 2014 State Board of Education (SBE) meeting, the Office of the Superintendent of Public Instruction (OSPI) will recommend districts for required action. RCW 28A.657.030(3) states that the SBE shall designate districts recommended by the Superintendent of Public Instruction as required action districts (RAD). The language of the statute does not give the SBE latitude to consider whether or not to designate the districts. The role of the SBE in this instance is to provide a public forum for the recommendations and, through the presentation to the Board and questions by the Board, create a transparent process and a constructive tenor for identifying districts that will be participating in mandatory school improvement.

Once a district is a RAD, an academic performance audit will be conducted to identify potential reasons for the schools' low performance and lack of progress. Based on the audit findings, a required action plan will be developed that addresses issues found in the audit. Information presented at this meeting will inform future considerations by the Board in evaluating and approving the required action plans of the RADs.

At this meeting, OSPI will present the districts recommended for required action, and the Board will hear from district leaders from each of the recommended districts. The Board will also hear from a panel of teachers, assembled by the Washington Education Association, who work at schools undergoing school improvement activities.

In addition, at this Board meeting, other topics will be under consideration by the Board that relate to the required action process. These include:

- The revised Achievement Index
- Accountability rules considered for adoption (proposed WAC 180-170-50 to 180-170-100)
- Approval of a letter to the Superintendent of Public Instruction concerning the accountability system design

Background

Accountability System Visuals

This Board meeting packet includes a series of visuals that are intended to help illustrate the accountability system and the RAD process:

Figure 1: Accountability System Pyramid

Figure 2: Required Action Districts—How are They Selected and What Happens Next?

Figure 3: Step by Step Required Action Process

Figure 4: State Board of Education's Role in the Accountability System

Figure 5: Criteria for Release from RAD, Staying at Level I or Assignment to Level II

Figure 6: Recent and Significant Progress

Figure 7: Timeline for Possible Designation to RAD I and RAD II

Changes to the Accountability System

Implementation of E2SSB 5329 (enacted in 2013 and amending RCW Chapter 28A.657) has initiated changes to the state accountability system and the required action process. Some of the changes to the system are enumerated and discussed below.

1) *A shift in funds for required action from federal to state funds*

Prior to passage of E2SSB 5329, there were no state funds specifically available for school improvement interventions under required action. The funds available to support required action at that time were federal School Improvement Grant (SIG) funds. The first identification of required action districts occurred in 2011 and coincided with the second group of SIG schools, so the schools currently undergoing required action are also part of the SIG cohort 2 that were awarded grants in 2011.

Moving forward, state funds only will be used for RADs, so SIGs and RADs will no longer coincide. RADs will be identified from schools that have undergone at least three years of school improvement activities—either SIG schools that have completed three years of school improvement interventions, or Persistently Lowest Achieving Schools (Priority—lowest 5% based on the Washington Achievement Index) that have completed three years of school improvement interventions.

SIGs, when funds are available from the federal government, will remain a voluntary, competitively awarded, option for Title 1 and Title 1-eligible schools. Title 1 and Title 1-eligible schools are schools with a high enrollment of low-income students. The grants support specific, federally-approved school improvement intervention models. Recently, a total of \$24 million was made available to Washington for three years beginning in the 2014-2015 school year. SIG Cohort 3 will be awarded grants this spring. Schools will receive grants of between \$50,000 and \$2 million. A timeline for the SIG Cohort III application is included in this section.

2) *Implementation of Level II required action*

In Level II required action, OSPI has the authority, responsibility, and accountability in ensuring school improvement activities are successfully implemented. No districts have yet been assigned to Level II required action. The first possible consideration of assignment of districts to Level II required action will be in spring 2015, when the current RADs that were designated in 2011 will have completed three years of required action. At that time, based on the progress the required action schools have made, OSPI will recommend districts for exiting RAD, the SBE will recommend districts stay at Level I, or the SBE will assign districts to Level II required action. If districts show significant improvement in Level I required action, it is possible that no districts will be assigned to Level II in 2015. Figures 5 and 6 show the criteria for release from required action, and the proposed criteria for staying at Level I required action or assigning districts to Level II required action.

➤ At this Board meeting, the SBE will consider adopting rules that establish the criteria for assigning districts to Level II required action and create a timeline for approval of Level II required action plans.

3) *Adoption of a revised Achievement Index*

E2SSB 5329 calls for the revised Achievement Index to be used for school accountability if the revised Index is approved by the US Department of Education, including identifying schools as persistently lowest achieving for the purposes of required action. The revised Achievement Index has not yet been approved, so this year it was not used for identifying schools for required action. The revised Index is presented and discussed in another section of this Board packet. In the future, the Washington Achievement Index will be used to identify

Challenged Schools in Need of Improvement, Persistently Lowest Achieving Schools, and recommendations of RAD schools (see Figure 1.)

➤ At this Board meeting, the SBE will consider adopting the revised Achievement Index, and approving the process of identification of Priority Schools for the 2014-2015 school year.

4) *Development of state-approved intervention models for required action*

Since required action school improvement is now supported by state funds, intervention models may be developed based on guidelines approved by the state. RCW 28A.657.050 (1) (b) states that, "The Superintendent of Public Instruction, in consultation with the state board of education, shall also publish a list of research and evidence-based school improvement models, consistent with turnaround principles, that are approved for use in required action plans." The Washington state school improvement model, the Synergy Model, was presented to the Board at the January 2014 meeting. Further collaboration with OSPI on required action plan guidance will take place at the May 2014 Board meeting.

➤ At this Board meeting, the SBE will consider approving a letter to the Superintendent of Public Instruction concerning the accountability system design. A draft copy of the letter is included in this packet under Business Items.

5) *Inclusion of non-Title schools in Priority status*

In spring 2014, non-Title schools will be explicitly named as Priority schools if they rank in the bottom 5% of schools based on the Achievement Index. After three years in Priority status they may be recommended for designation to required action in spring of 2018.

Designating RADs

The first set of required action districts were recommended by OSPI and designated by the SBE in 2011. These districts are now in their third year (2011-2012, 2012-2013, 2013-2014) of implementing school improvement activities through a required action process. As mentioned in 2) above, if these districts fail to make progress they may be considered for Level II required action in spring 2015.

Districts designated by the SBE in 2014 will be the second group of RADs. Schools considered for recommendation to RAD by OSPI are schools that have engaged in school improvement activities for at least three years and still rank in the lowest 5% of schools. As shown in Figure 7, candidates considered for recommendation for RAD in spring 2014 were schools that were approved for SIGs in 2010, SIG Cohort 1 schools.

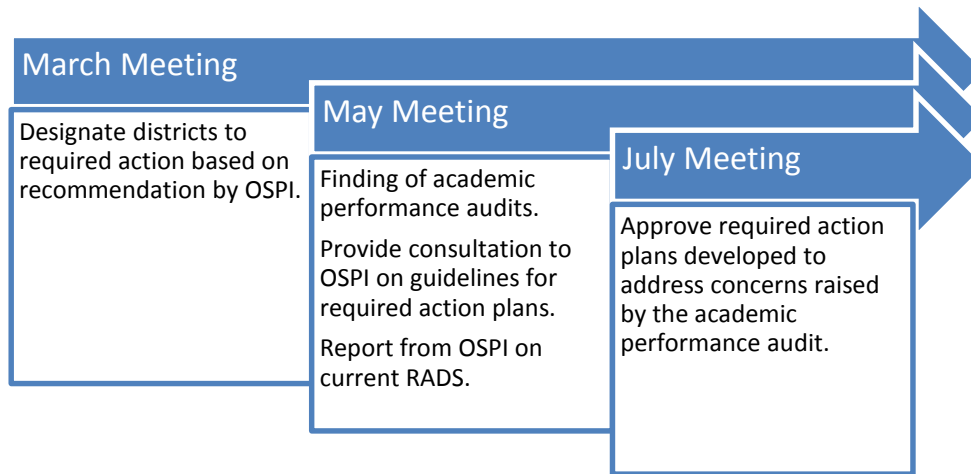
By statute (RCW 28A.657.100), the SBE may direct that a school district be assigned to Level II required action after only one year of implementing a required action plan if the district fails to make progress and were a SIG school in 2010 or 2011. Districts designated to required action now will implement the first year of their plan in 2014-2015, and may be considered for Level II in 2015-2016, if they fail to improve.

➤ At this Board meeting, OSPI plans to recommend 4 districts for required action.

Next Steps

Figure 8 below shows next steps in the RAD process the Board will be taking at the March, May and July 2014 meetings. The Board may hear reports on performance audits of the required action schools at the Board meeting in May 2014. Required action plans based on the performance audits will be considered by the Board for approval, most likely at the July 2014 Board meeting.

Figure 8: Next Steps



Action

The SBE will designate the districts recommended by OSPI to required action.

Washington's Accountability System

In RAD Level II – The state has the highest level of involvement in local improvement efforts. By law, the Superintendent of Public Instruction is “responsible and accountable” for improvements in the school, and has a role in improvement plan development.

In RAD Level I – RADs are chosen from the Persistently Lowest Achieving (PLA) Priority schools list. Identified districts must develop a Required Action Plan in collaboration with OSPI, to be approved by the State Board of Education. If student achievement does not improve in three years, districts are candidates for RAD Level II. (For former SIG cohort 1 or 2, SBE may direct RAD I districts to RAD II after 1 year of lack of progress.)

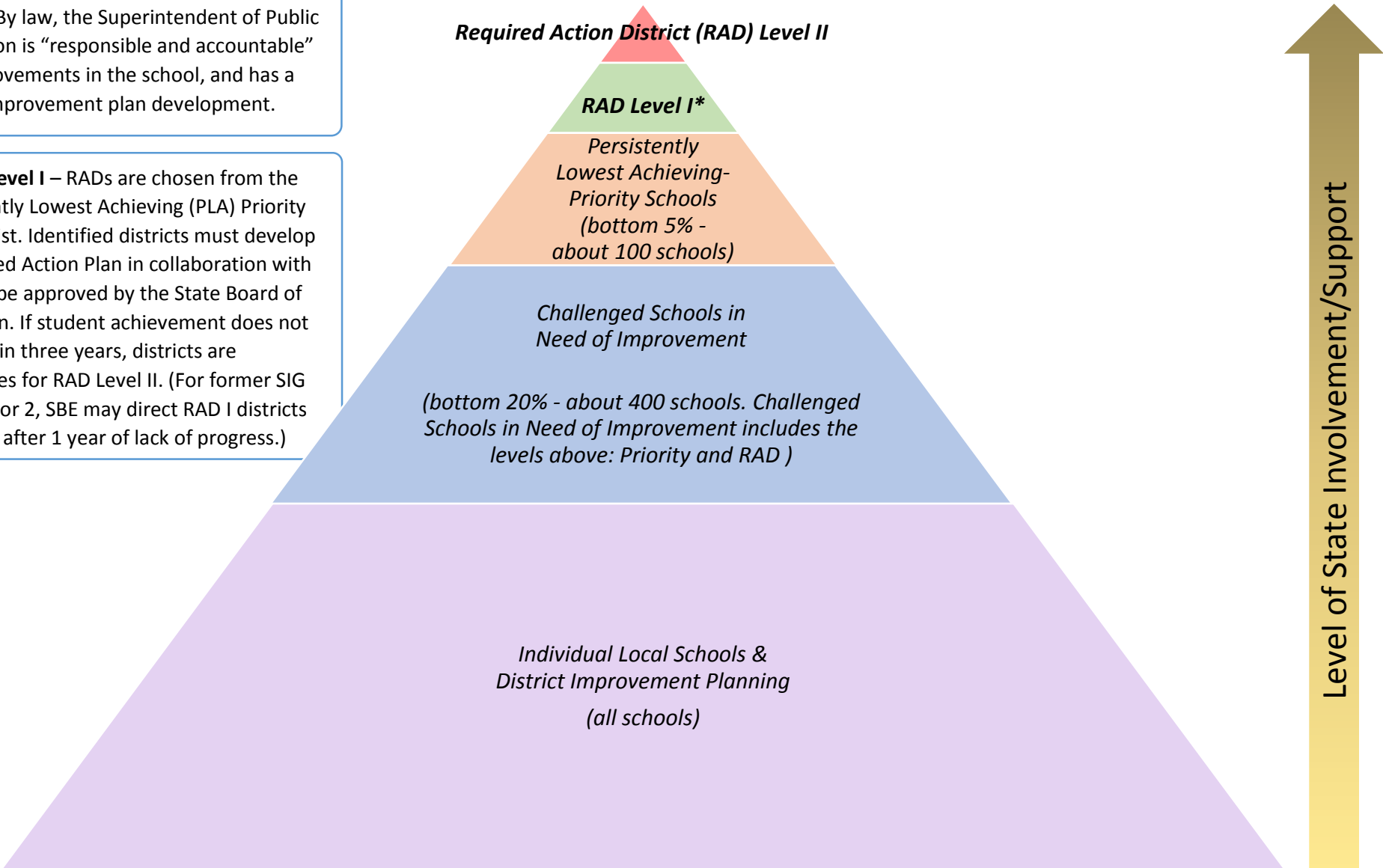


Figure 1: Accountability System Pyramid

**As of February 2014, there are four RAD Level I districts, and none in Level II*

Required Action Districts

How are they selected? Once selected, what happens next?

Lowest 5%, Persistently Lowest Achieving

- Each year, OSPI will identify the lowest 5% of schools (Priority-lowest 5% tier) on the WA Achievement Index. Priority schools will implement improvement intervention for 3 years.
- OSPI recommends a subset of these schools for Required Action. Though individual schools are identified, the district is officially designated in this process.
- Recent performance trends, available resources, status in the federal School Improvement Grant (SIG) process, and other factors inform OSPI's decision on how many RADs to recommend.

Needs Assessment & Required Action Plan

- Once the SBE designates the recommended schools for RAD status, an external academic performance audit is performed, which identifies areas of need that the state and the district will work on together.
- Based on the performance audit, a Required Action Plan is developed and submitted to the SBE for approval.

Exit, Stay or Assignment to Level II?

- After three years in RAD status, the district will either exit, stay in RAD status, or be assigned to RAD Level II.
- In order to exit, a district must no longer have schools among the lowest 5%.
- To stay in RAD, a district must demonstrate that they are on track to exit in three years or fewer. If not on track for exit in three years, the SBE shall assign the district to RAD Level II, which gives OSPI expanded responsibilities.

Figure 2: Required Action Districts—How are They Selected and What Happens Next?

Step by Step Required Action Process

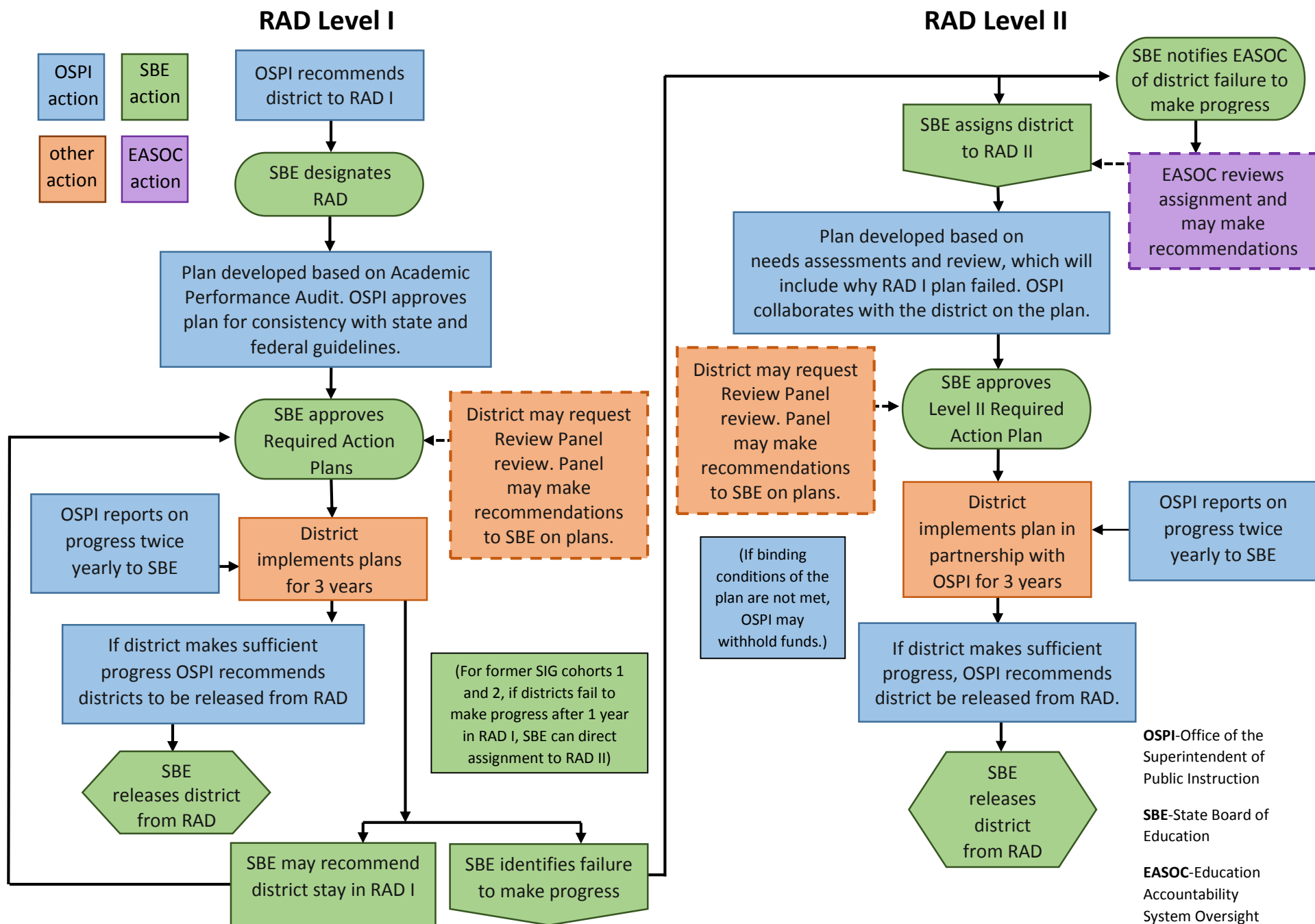


Figure 3: Step by Step Required Action Process

What is the State Board of Education's Role in the Accountability System?



*A unified system of support for challenged schools that 1) aligns with basic education 2) increases the level of support based on the magnitude of need 3) uses data for decision and 4) identifies schools and districts for recognition as well as support (RCW 28A.657.005.)

Figure 4: State Board of Education's Role in the Accountability System

Criteria for Release from RAD, Staying in Level I or Assignment to Level II

After district is in Required Action for three years, what happens?

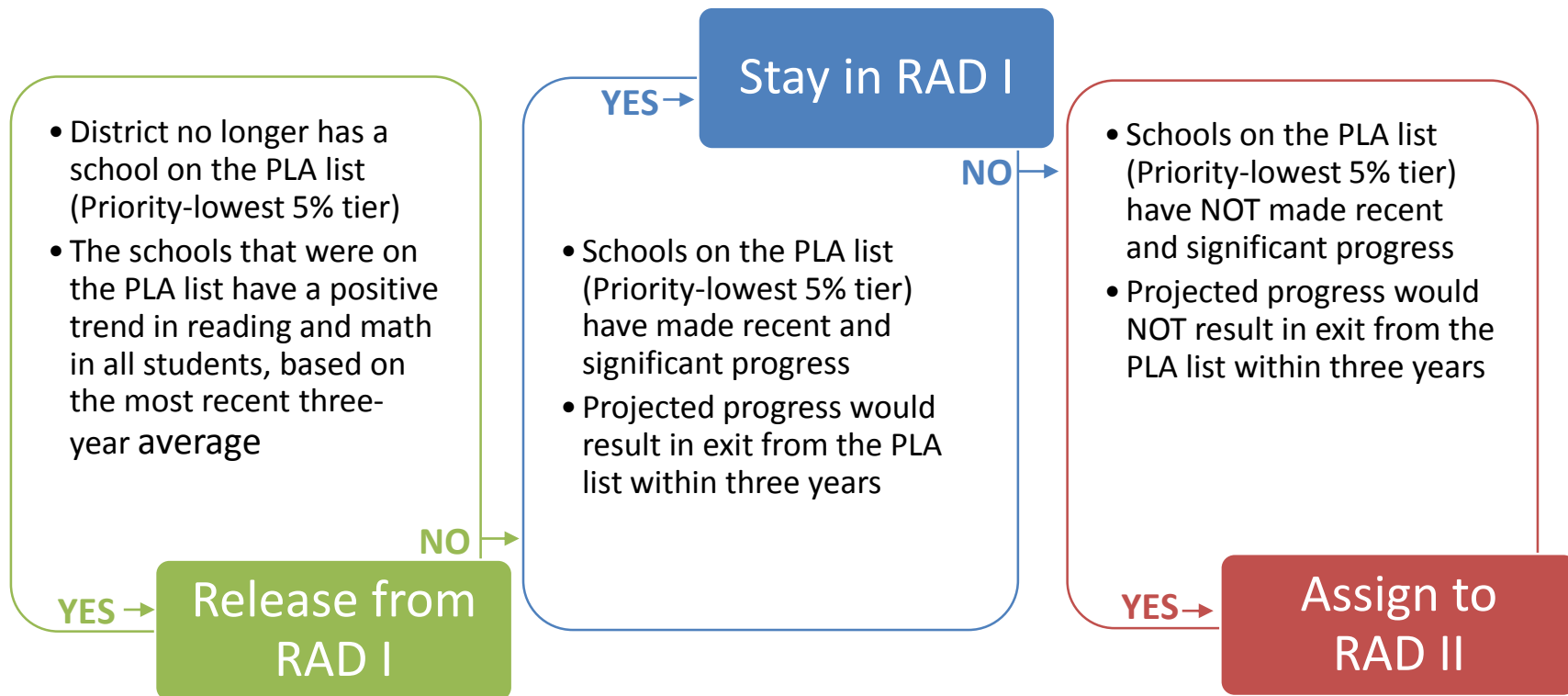


Figure 5: Criteria for Release from RAD, Staying at Level I or Assignment to Level II

Recent and Significant Progress: Assignment to Level II Required Action

Have you made enough progress in the last two years to be on track for exit?

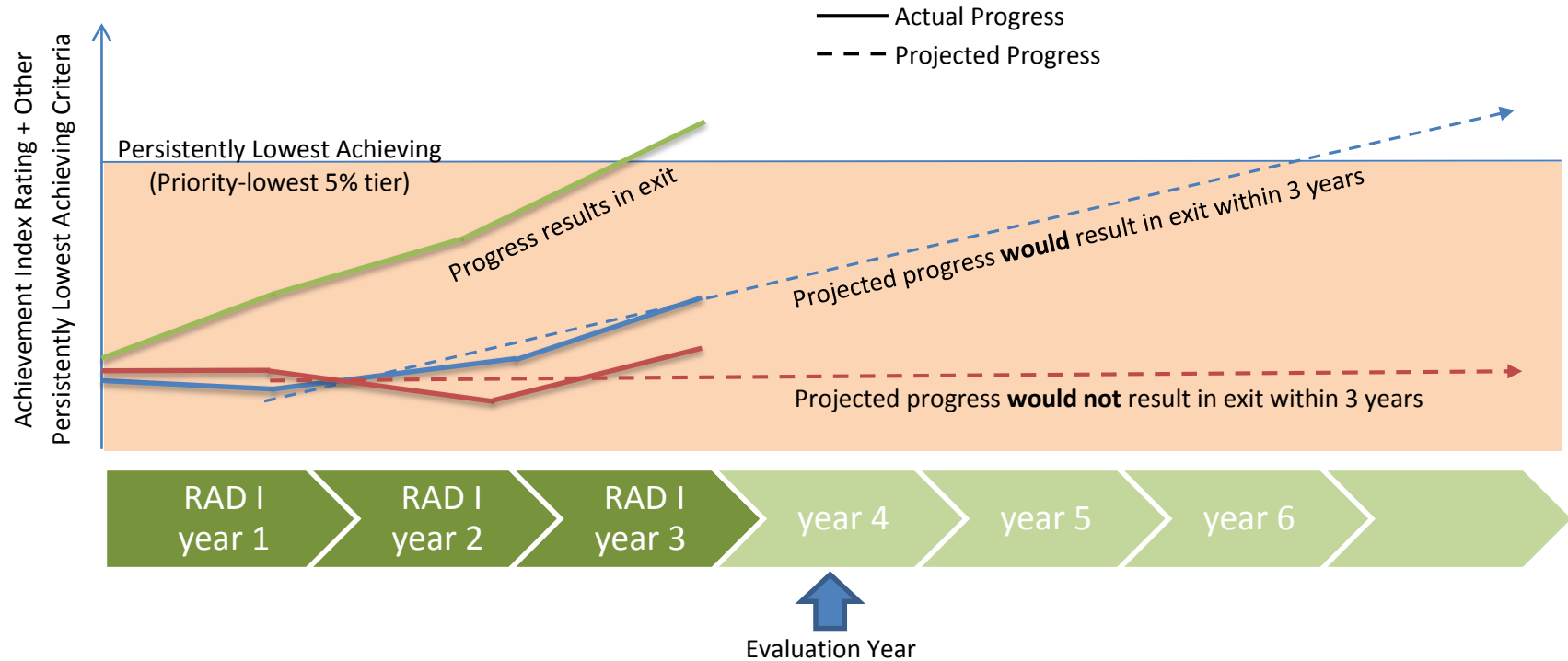


Figure 6: Recent and Significant Progress

Timeline for Board Assignments to RAD I and RAD II

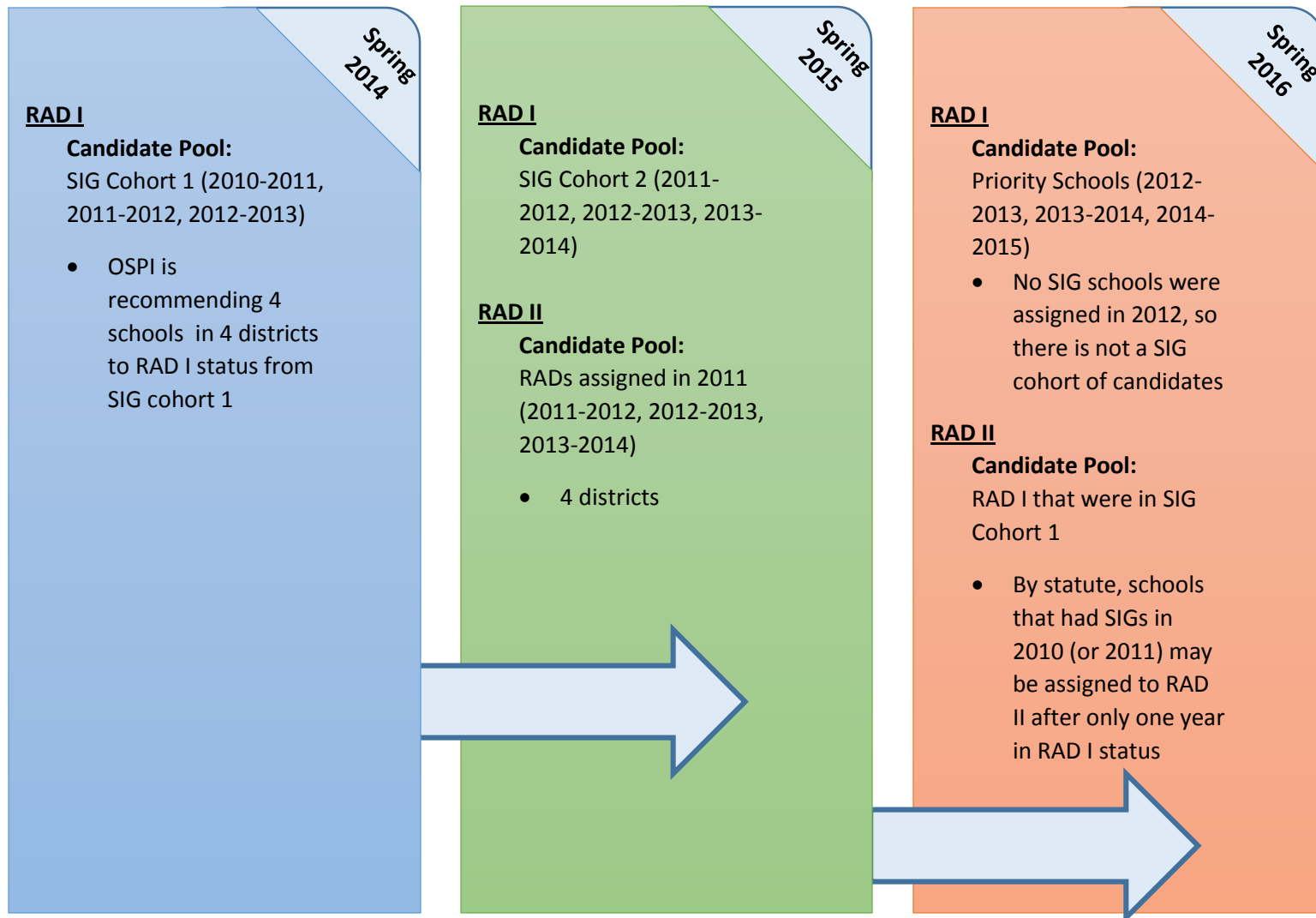


Figure 7: Timeline for Possible Designation to RAD I and RAD II

SIG Cohort III
SEA Application Timeline for LEA
Revised 2.6.2014

C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

OSPI will implement the following process and timeline for approving district application.

- a. Process: Funds will be allocated as prescribed in federal guidelines. OSPI will priority based on criteria listed below:
 - i. LEAs that apply to serve Priority schools.
 - ii. Additional consideration may be given to the following:
 - 1. Geographic distribution of Priority schools throughout the State.
 - 2. Number of schools served.
 - 3. Size of schools.

Additional information related to final funding follows:

School Improvement Grant (Federal Guidelines)

Consideration Pool

All schools on Washington State’s 2013-14 list of identified Priority School’s as defined in Section A of the State’s application.

Priority of Selection

- 1. Overall quality of LEA application: LEA addresses all required elements and demonstrates greatest need, strongest commitment, and capacity to serve; describes strategies to implement required elements of selected intervention(s), including extending learning time for all students and staff, using data to inform instruction and improvement efforts, and engaging families/community; and addresses competing initiatives.
- 2. Schools have been on the identified as Priority, Focus, or Emerging schools, consistent with Washington State’s approved ESEA Flexibility Request, for two consecutive years.

b. Process:

Date	Action
February 7, 2014	OSPI notifies LEAs with Priority schools of their eligibility to participate in competitive application process for SIGs.
February 14, 2014	LEAs applying for competitive SIGs submit their <i>Statement of Interest</i> .
February 26, 2014	OSPI posts application template, instructions, scoring guide, and related information on the electronic application system (i.e., iGrants); print copies of application, federal school improvement grant guidelines, instructions and scoring guide sent to eligible LEAs.

February 27, 2014	OSPI conducts informational webinar for LEAs to complete applications for SIGs.
February 28, 2014	OSPI establishes External Review Panel for LEA applications.
February - April 2014	OSPI issues weekly FAQs (questions and answers) to LEA superintendents submitting <i>Statements of Interest</i> . Web email address SIG@k12.wa.us will be used for frequently asked questions.
March 31, 2014	LEA submits application.
April 7-11, 2014	External Review Team scores LEA applications.
April 14-18, 2014	OSPI reviews LEA applications and results of the external review.
April 21-22, 2014 April 30-May 2, 2014	OSPI conducts face-to-face interviews.
May 8, 2014	OSPI announces competitive three-year grant awards to successful SIGs.
May 18, 2014	OSPI allocates funding to LEAs through the electronic application system (i.e., iGrants); LEAs submit final budget request in iGrants.
May 30, 2014	OSPI posts all final LEA applications for SIGs on OSPI website.
Spring – Summer 2014	LEA and schools conduct pre-implementation activities and use the Center on Innovation and Improvement 's evidence-based Indistar® online action-planning tool to assess District- and School-Level Expected Indicators and begin creating the Student and School Success Action Plan.
Spring – Summer 2014	OSPI and LEA monitor pre-implementation activities, including the school's Student and School Success Action Plan created on Center on Innovation and Improvement 's evidence-based Indistar® online action-planning tool.